



# **2001 Wisconsin Reading Comprehension Test:**

**An Assessment of Primary-Level  
Reading at Grade Three**

## **Test Results Interpretive Guide**

### **EMBARGO**

Information in the Wisconsin Reading Comprehension Test Reports and the *Test Results Interpretive Guide* is not to be released until

**JULY 16, 2001**

Results from the Wisconsin Reading Comprehension Test are embargoed and are not to be released or revealed to the public by any school or district until July 16, 2001, when the Department of Public Instruction releases statewide results. Please review your district results so you are prepared to communicate with your constituents and local media after July 16, 2001. Thank you for your cooperation.

Questions regarding this publication and requests for additional copies  
should be directed to:

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**After July 31, 2001,**  
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# Wisconsin Reading Comprehension Test Results

## Introduction

This booklet is intended to help districts understand and use the results of the 2001 Wisconsin Reading Comprehension Test: An Assessment of Primary-Level Reading at Grade Three. From 1989 through 1995, this test was called the Third Grade Reading Test.

Three statewide reports are presented in this booklet, as are samples of the district and school reports which you have received. In each case, there is a brief description and explanation of the report.

The Wisconsin Reading Comprehension Test was designed to gather three types of information:

- Reading Comprehension
- Prior Knowledge
- Reading Strategies

Although information was collected in each of the areas above, the performance standards are based only on the reading comprehension items. The information about reading strategies and prior knowledge was collected for the purpose of interpreting results on the comprehension items.

The statewide performance standards for the comprehension items on the test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a statewide panel of third grade teachers and district reading specialists. Results for the 2001 Wisconsin Reading Comprehension Test are reported in relation to these standards as the numbers and percents of students whose scores were in the Advanced, Proficient, Basic, and Minimal proficiency levels.

Standard (r), the Wisconsin Reading Comprehension Test standard, requires that district performance on the comprehension items be compared to statewide performance. The reports described on pages 7, 11, 14, and 20 accomplish this purpose.

The other reports described in this guide provide information which may assist districts in understanding and interpreting their results. For example, as you compare district and school results with the state performance data, it may be helpful to refer to the relationships between the reading comprehension scores and the scores on the prior knowledge and reading strategy questions. Likewise, the other reports may include information which can be used to explain and interpret the results for your district and schools within the district.

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**Note: As a result of rounding, the figures on the reports do not always total 100%**

# THE 2001 WISCONSIN READING COMPREHENSION TEST: FACTS, SUGGESTIONS, AND CAVEATS

## Features of the Test

1. The test has four purposes:
  - to identify the reading level of individual students with respect to statewide proficiency levels
  - to provide districts with information that will help them evaluate the effectiveness of their primary reading programs
  - to allow school districts to compare the performance of their students with state proficiency levels
  - to provide data for meeting federal and state statutory requirements with respect to student assessment
2. The reading passages on the test range in length from about 600 to 900 words for the nonfiction passage, and from about 1,000 to 1,500 words for each of the fiction passages. The majority of the comprehension questions are inferential.
3. The 2001 test consisted of three reading passages (two fiction and one nonfiction). Each passage was followed by a set of questions that measured reading comprehension. The students' test scores were based only on the reading comprehension questions. The test included 61 multiple-choice reading comprehension questions and two short-answer reading comprehension questions. The short-answer questions asked students to provide the answers, rather than selecting from given answer choices as in the multiple-choice questions. A student's response to each short-answer question on the 2001 test received three points for a correct response, two points for a partially correct response, one point for a minimal attempt, and zero points for an incorrect response. For each of the 61 multiple-choice questions answered correctly, a student received one point. A student's score for the multiple-choice questions was combined with the student's scores for the short-answer questions to produce the student's reading comprehension score for the test. The maximum possible score on the 2001 test was 67 points.
4. Scores on the reading strategy and prior knowledge items can be used to explain variations in the comprehension scores.
5. The test was developed by Wisconsin educators and MetriTech, Inc., under the direction of the Department of Public Instruction (DPI) and the State Superintendent's Wisconsin Reading Comprehension Test Advisory Committee. The steps in test development included the following: passage selection, item development, field testing, analysis of field test results, test revision, bias review, and preparation of the final test. The test was scored by MetriTech, Inc., under the direction of the DPI.

## The Performance Standards and Proficiency Levels

1. The performance standards are based only on the comprehension items.
2. The performance standards for the 2001 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Members of the panel established performance standards using their professional judgment regarding what is appropriate reading performance in four levels of proficiency for third grade students. Student performance is reported in Minimal, Basic, Proficient, and Advanced proficiency levels.

## Interpreting, Using, and Reporting Test Results

1. Guard against generalizing from the results of the Wisconsin Reading Comprehension Test to the total school or district educational program.
2. Performance on the Wisconsin Reading Comprehension Test reflects the entire K-3 instructional program, not just the third grade program/teacher.
3. If small numbers of students are tested, the performance of the group is affected significantly by a few high-performing or low-performing students. When small numbers of students are tested in a school or district, there may be a significant variation from one year to the next.
4. Be careful about reporting results by demographic groups, particularly if the numbers are small, such that individual students might be identified. Districts and schools should take appropriate steps to protect the privacy of individual students.
5. If significant differences exist among schools in your district, consider carefully how you will phrase your explanation to the school board and other audiences. The results on prior knowledge and reading strategies may provide information which is helpful to explain the results. Additional factors, such as the number of students tested at each school and various demographic characteristics may account for differences among schools. (Also keep in mind that there is variation among districts and schools in terms of the number and percent of S/Dis and LEP students who were not tested. The decision to test students was a district decision, based on DPI guidelines.)
6. The rule for Standard (r) requires the Department of Public Instruction to report each school district's test results, for the school district and for each school in the district, to the school district board.
7. Standard (r) does not require reporting the results for each student to the student's parent or guardian. The Parent/Guardian Reports are provided should you choose to report to the parents or guardians.
8. Districts must *consider* students who score in the Minimal proficiency level on the Wisconsin Reading Comprehension Test as *possible* candidates for remedial reading services. Standard (c) requires each school district to provide remedial reading services for pupils in grades kindergarten through four if:
  - the pupil fails to meet the reading objectives specified in the school district's reading curriculum plan; or
  - the pupil fails to score above the Minimal proficiency level on the Standard (r) Wisconsin Reading Comprehension Test, and
    - a. the pupil's parent or guardian and a teacher agree that the pupil's test performance accurately reflects his or her reading ability, or
    - b. a teacher determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects his or her reading ability.

Additionally, Standard (c) requires that if fewer than 80% of the pupils score above the Minimal proficiency level, either in the district or in any school in the district, the district shall develop a written plan which includes the following:

- a. a description of how the district will provide remedial reading services,
- b. a description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies, and
- c. an assessment of the school district or individual school's reading program.

9. Read the test carefully before you discuss the results with representatives of the media, members of the school board, etc. More detailed information about the Wisconsin Reading Comprehension Test (WRCT) may be found on the WRCT website: <http://www.dpi.wi.us/dpi/oea/wrct3.html>
10. A new publication, *Wisconsin Makes the Connection: Teaching & Testing Reading Comprehension*, is available from MetriTech, Inc., the DPI's WRCT development contractor. This publication describes the WRCT and provides suggested teaching strategies. It can be viewed at [www.wrct.net](http://www.wrct.net) or through the website listed in paragraph 9 above.
11. The State Superintendent of Public Instruction will report statewide results on July 16, 2001. Test results are embargoed until that date. An alphabetical listing of all districts and schools within districts will be reported. This listing will show the percent of students whose scores were Minimal, Basic, Proficient, and Advanced. Also included in this listing will be the number and percent of students not tested.

### **The 2002 Test**

The 2002 test will consist of new passages but will be similar in format to the test used in 2001. There will be a three-week testing period: March 4-22, 2002.

# Proficiency Levels

This report appears as the first page of the Comprehension Performance Report Summary by District and by School Within District. It shows which comprehension scores fall into each proficiency level: Advanced, Proficient, Basic, and Minimal. The performance standards for the 2001 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent after considering the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Panel members had recommended performance standards, based on their professional judgment regarding what are appropriate reading proficiency levels for third grade students. A general description of each proficiency level is shown below:

- Advanced** Distinguished in the content area. Academic achievement is beyond mastery. Test score provides evidence of in-depth understanding in the academic content area tested.
- Proficient** Competent in the content area. Academic achievement includes mastery of the important knowledge and skills. Test score shows evidence of skills necessary for progress in the academic content area tested.
- Basic** Somewhat competent in the content area. Academic achievement includes mastery of most of the important knowledge and skills. Test score shows evidence of at least one major flaw in understanding the academic content area tested.
- Minimal** Limited achievement in the content area. Test score shows evidence of major misconceptions or gaps in knowledge and skills tested in the academic content area.



**2001 Wisconsin Reading Comprehension Test**  
An Assessment of Primary-Level Reading at Grade Three

**Proficiency Levels**

<u>Proficiency Level</u>	<u>Comprehension Score</u>
Advanced -----	from 62 through 67 points
Proficient -----	from 45 through 61 points
Basic -----	from 26 through 44 points
Minimal -----	from 0 through 25 points

**Students Not Tested**

The *Comprehension Performance Report Summary by District and by School Within District* includes a column called "Total Number of Students Not Tested." The figures in this column represent the numbers of students not tested in each school and district.

Students were **not** tested for one of four reasons:

1. **Absent.** These students were absent during the testing period, including makeup testing sessions.
2. **Students with Disabilities (S/Dis).** Based on DPI guidelines for testing Students with Disabilities, districts determined that the Reading Comprehension Test was inappropriate for these students.
3. **Limited English Proficient (LEP).** These students were not tested because their English language skills did not meet criterion (e), as defined under the DPI rules in the Wisconsin Code (PI 12.03(3)): "Understands and speaks English well but needs assistance in reading and writing in English to achieve at a level appropriate for his or her age or grade."
4. **Section 504 Disabilities (Sec. 504).** Based on DPI guidelines for testing students with disabilities under Sec. 504 of the Rehabilitation Act of 1973, districts determined that the Reading Comprehension Test was inappropriate for these students.

**Note:** On the following pages of this report, to protect the privacy of individual students, data are not reported for districts or schools with five or fewer students enrolled in third grade. In these cases, dashes will appear in the data columns.

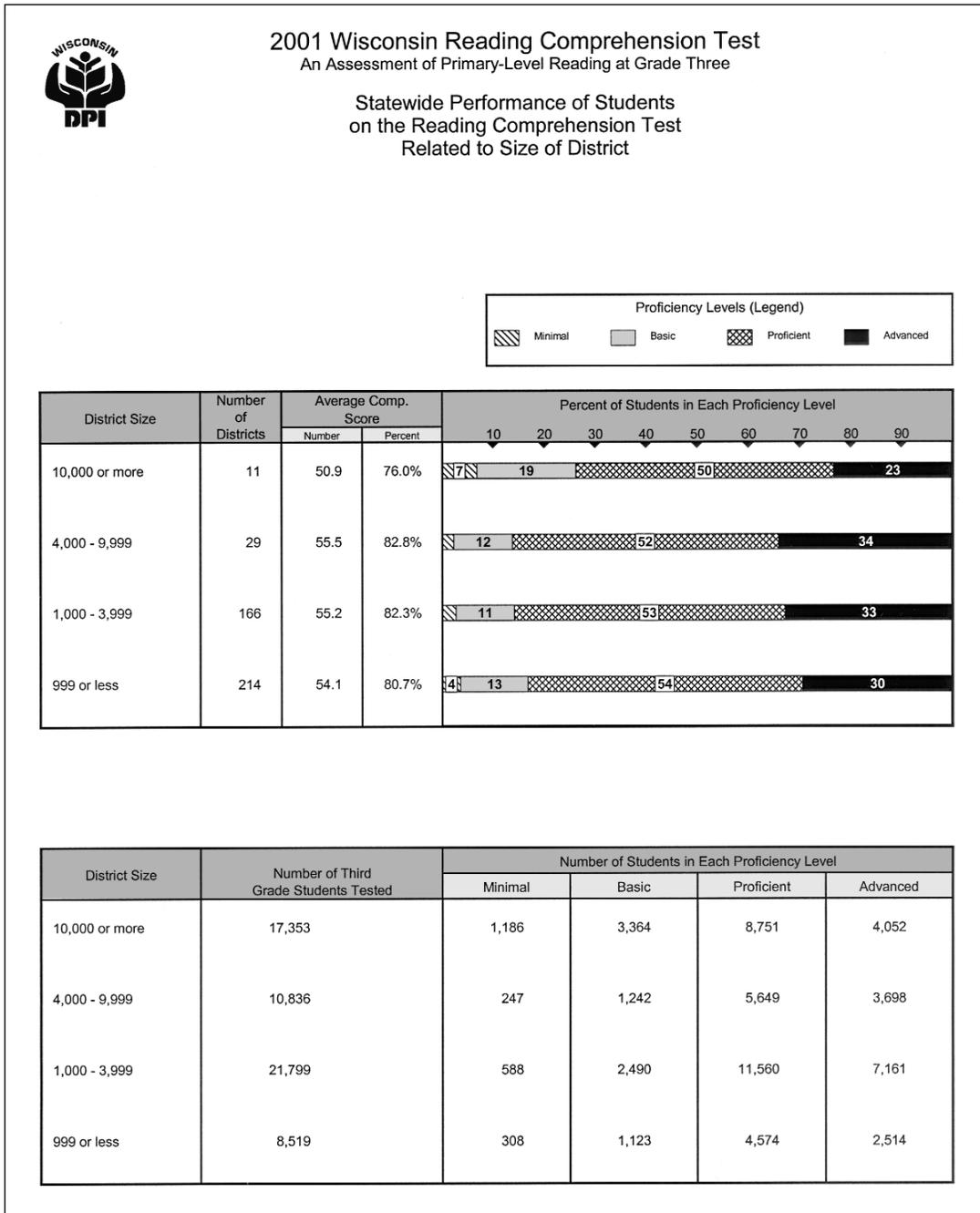
# Statewide Performance of Students on the Reading Comprehension Test Related to Size of District

**Note: Districts will not receive separate copies of this report.**

This report shows how students in four different district size categories performed on the test.

The first table lists the number of districts in each size category and the average comprehension score for the students. The bar graphs are shaded to show the proportion of students falling into each of the four performance categories. Percentages less than 3% are not printed on the bars.

The second table shows the number of students who were tested in each of the four district size categories and the numbers of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels.



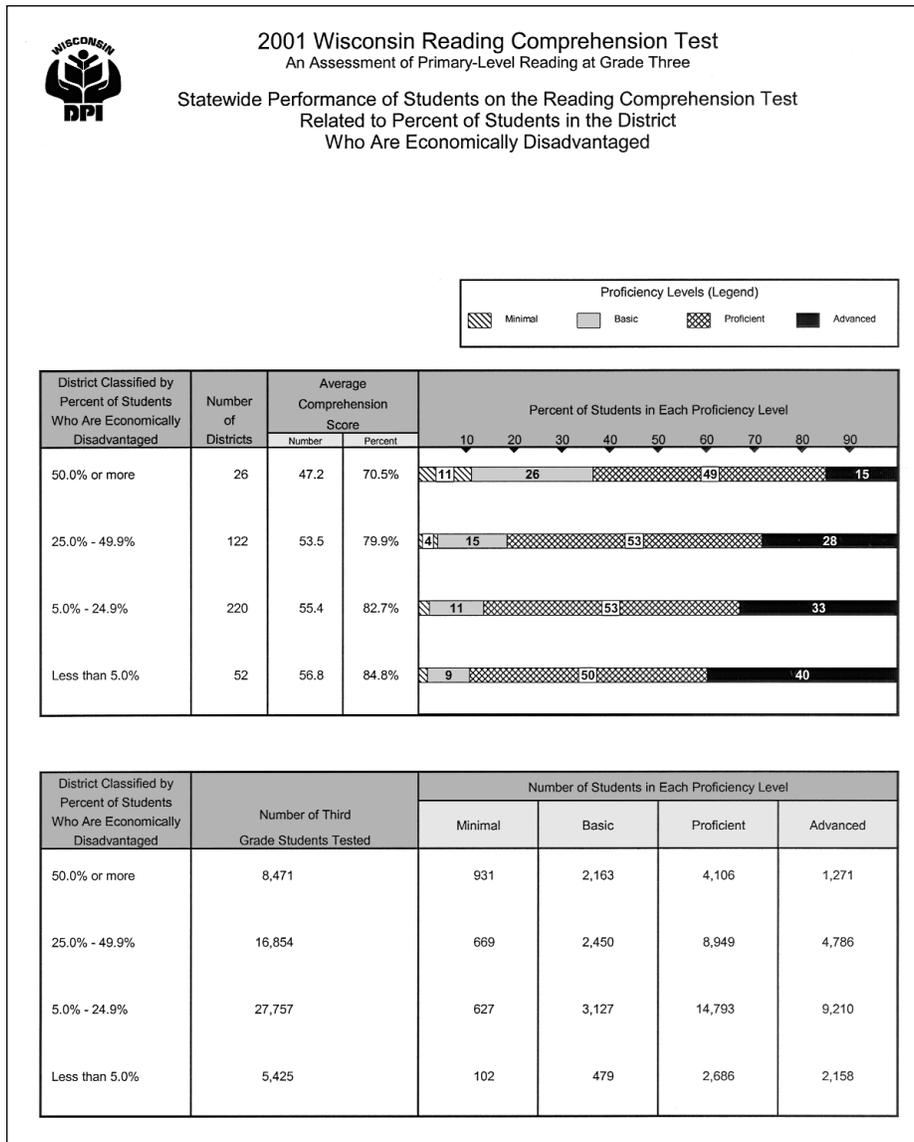
# Statewide Performance of Students on the Reading Comprehension Test Related to Percent of Students in the District Who Are Economically Disadvantaged

**Note: Districts will not receive separate copies of this report.**

This report shows the performance of students in districts related to the percent of children in the district who are economically disadvantaged. An “economically disadvantaged” student is a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch ( $\leq 185\%$  of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students consistent with this DPI definition.

In the first table, districts are classified into four categories, based on the percent of children who are economically disadvantaged: 50.0% or more, 25.0-49.9%, 5.0-24.9%, and less than 5.0%. The number of districts in each category and the average comprehension score of the students are shown in the next two columns. (Note: the comprehension scores are for all students in the district, not just those who are economically disadvantaged.) The bar charts are shaded to show the proportion of students falling into each of the four proficiency levels. Percentages less than 3% are not printed on the bars.

The second table shows the number of economically disadvantaged students in each of the four categories and the numbers of students whose scores were Minimal, Basic, Proficient, and Advanced.



## Sample District and School Reports

The sample reports which follow are included to assist in interpreting the reports from the scoring contractor. In 2000, reports were sent to districts in two shipments. Shipment #1 included the Student Roster and Parent/Guardian reports. All other reports were included in Shipment #2.

### Student Roster

The Student Roster report shows individual student performance on each part of the test. At the end of the report are averages for the district and school. (Note: This report was sent to districts in Shipment #1.)

**Maximum Possible Score** is the highest score that can be obtained on each part of the test.

**Total Comp.** (Total Comprehension) is the comprehension score of each student for the three passages.

**Prof. Level** (Proficiency Level) shows whether the student's score was Minimal, Basic, Proficient, or Advanced on the comprehension items.

The three columns under **Comprehension** show each student's comprehension score for each passage.

The three columns under **Prior Knowledge** show the number of prior knowledge items the student answered correctly for each passage.

The three columns under **Reading Strategy** show the number of reading strategy items related to each passage that the student answered correctly.

Student Name	Total Comp	Prof. Level	Comprehension			Prior Knowledge			Reading Strategy		
			Pass 1	Pass 2	Pass 3	Pass 1	Pass 2	Pass 3	Pass 1	Pass 2	Pass 3
Maximum Possible Score →	67	--	23	24	20	6	7	6	5	5	5
STUDENT, SAMPLE A.	65	Advanced	21	24	20	6	6	4	4	5	5
STUDENT, SAMPLE B.	66	Advanced	23	23	20	6	6	6	5	5	4
STUDENT, SAMPLE C.	47	Proficient	17	15	15	3	4	4	3	4	4
STUDENT, SAMPLE D.	59	Proficient	19	21	19	6	4	5	5	3	4
STUDENT, SAMPLE E.	29	Basic	9	6	14	5	3	4	2	4	1
STUDENT, SAMPLE F.	44	Basic	14	17	13	3	5	3	2	4	3
STUDENT, SAMPLE G.	32	Basic	7	13	12	5	4	5	2	4	3
STUDENT, SAMPLE H.	65	Advanced	23	22	20	5	5	6	5	5	5
STUDENT, SAMPLE I.	13	Minimal	5	6	2	3	4	2	1	2	2
STUDENT, SAMPLE J.	23	Minimal	8	8	7	3	6	2	0	3	3
STUDENT, SAMPLE K.	56	Proficient	21	15	20	6	6	5	4	3	5
STUDENT, SAMPLE L.	62	Advanced	22	21	19	6	5	6	5	4	5
STUDENT, SAMPLE M.	40	Basic	10	13	17	4	6	4	4	4	5
STUDENT, SAMPLE N.	33	Basic	8	16	9	5	5	5	3	2	3
STUDENT, SAMPLE O.	67	Advanced	23	24	20	6	7	5	5	5	5
STUDENT, SAMPLE P.	62	Advanced	21	22	19	6	5	6	5	4	4
STUDENT, SAMPLE Q.	65	Advanced	21	24	20	6	7	5	5	5	5
STUDENT, SAMPLE R.	61	Proficient	21	23	17	5	5	6	5	5	5
STUDENT, SAMPLE S.	23	Minimal	8	8	7	4	2	4	3	1	2
STUDENT, SAMPLE T.	48	Proficient	19	12	17	6	6	5	3	4	4
STUDENT, SAMPLE U.	36	Basic	9	15	12	5	3	3	3	2	4
STUDENT, SAMPLE V.	28	Basic	11	10	7	3	6	4	1	4	2
STUDENT, SAMPLE W.	49	Proficient	15	16	16	5	6	4	5	5	4
STUDENT, SAMPLE X.	58	Proficient	19	19	20	6	7	5	4	5	4
STUDENT, SAMPLE Y.	29	Basic	8	10	11	2	3	4	3	3	2
STUDENT, SAMPLE Z.	59	Proficient	19	22	18	6	6	5	3	5	5
<b>School Average</b>	<b>48.1</b>		<b>15.5</b>	<b>17.2</b>	<b>15.4</b>	<b>4.7</b>	<b>4.9</b>	<b>4.6</b>	<b>3.6</b>	<b>3.8</b>	<b>3.8</b>
<b>District Average</b>	<b>53.2</b>		<b>17.7</b>	<b>18.7</b>	<b>16.8</b>	<b>5.4</b>	<b>5.3</b>	<b>4.9</b>	<b>4.2</b>	<b>3.8</b>	<b>3.9</b>

# Comprehension Score Frequency Distribution

The Comprehension Score Frequency Distribution report shows the number and percent of students receiving each of the possible scores, ranging from 0 through 67 points. Also shown are the cumulative frequencies and cumulative percentages.

In the example report shown, 20 students in the district received a score of 44. This represents 1.6% of the students in the district. The Cumulative Frequency indicates the number of students in the district who received a score of 44 or less, in this case, 250. The Cumulative Percent indicates the percent of students in the district who received a score of 44 or less, in this case, 20.5%.

At the bottom of the report are descriptive statistics. The Possible High and Low Scores are given. The Obtained High Score and Obtained Low Score show the highest and lowest scores obtained by students at the school, district, and state levels. Also shown are the mean, standard deviation, and median for the school, district, and state.

2001 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three										
Comprehension Score Frequency Distribution										
District Name: Sample District					District-School Code: 8888-8888					
School Name: Sample School										
Score	School				District				State	
	Freq.	Cum. Freq.	%	Cum. %	Freq.	Cum. Freq.	%	Cum. %	%	Cum. %
67	2	49	4.1%	100.0%	21	1,217	1.7%	100.0%	1.7%	100.0%
66	2	47	4.1%	95.9%	49	1,196	4.0%	98.3%	4.0%	98.3%
65	4	45	8.2%	91.8%	73	1,147	6.0%	94.2%	5.4%	94.3%
64	0	41	0.0%	83.7%	74	1,074	6.1%	88.2%	6.1%	88.8%
63	0	41	0.0%	83.7%	83	1,000	5.2%	82.2%	6.4%	82.8%
62	2	41	4.1%	83.7%	83	937	6.8%	77.0%	6.2%	76.4%
61	2	39	4.1%	79.6%	67	854	5.5%	70.2%	5.8%	70.2%
60	4	37	8.2%	75.5%	49	787	4.0%	64.7%	5.2%	64.4%
59	3	33	6.1%	67.3%	55	738	4.5%	60.6%	4.9%	59.2%
58	1	30	2.0%	61.2%	48	683	3.9%	56.1%	4.6%	54.2%
57	0	29	0.0%	59.2%	50	635	4.1%	52.2%	3.9%	49.7%
56	2	29	4.1%	59.2%	39	585	3.2%	48.1%	3.7%	45.8%
55	1	27	2.0%	55.1%	45	546	3.7%	44.9%	3.4%	42.1%
54	0	26	0.0%	53.1%	44	501	3.6%	41.2%	3.1%	38.6%
53	0	26	0.0%	53.1%	36	457	3.0%	37.6%	2.8%	35.5%
52	1	26	2.0%	53.1%	17	421	1.4%	34.6%	2.4%	32.7%
51	0	25	0.0%	51.0%	25	404	2.1%	33.2%	2.3%	30.3%
50	1	25	2.0%	51.0%	34	379	2.8%	31.1%	2.1%	28.0%
49	1	24	2.0%	49.0%	28	345	2.1%	28.3%	1.8%	25.9%
48	1	23	2.0%	46.9%	22	319	1.8%	26.2%	1.7%	24.1%
47	1	22	2.0%	44.9%	15	297	1.2%	24.4%	1.6%	22.4%
46	1	21	2.0%	42.9%	17	282	1.4%	23.2%	1.4%	20.8%
45	1	20	2.0%	40.8%	15	265	1.2%	21.8%	1.3%	19.4%
44	1	19	2.0%	38.8%	20	250	1.6%	20.5%	1.4%	18.0%
43	1	18	2.0%	36.7%	9	230	0.7%	18.9%	1.1%	16.8%
42	1	17	2.0%	34.7%	17	221	1.8%	18.1%	1.1%	15.8%
41	0	16	0.0%	32.7%	14	202	1.2%	16.6%	1.0%	14.4%
40	2	16	4.1%	32.7%	13	188	1.1%	15.4%	0.9%	13.3%
39	0	14	0.0%	28.6%	12	175	1.0%	14.4%	0.9%	12.4%
38	0	14	0.0%	28.6%	12	163	1.0%	13.4%	0.8%	11.5%
37	0	14	0.0%	28.6%	13	151	1.1%	12.4%	0.7%	10.7%
36	1	14	2.0%	28.6%	10	138	0.8%	11.3%	0.7%	10.0%
35	0	13	0.0%	26.5%	7	128	0.6%	10.5%	0.7%	9.3%
34	1	13	2.0%	26.5%	11	121	0.9%	9.9%	0.6%	8.6%
33	2	12	4.1%	24.5%	8	110	0.7%	9.0%	0.6%	8.0%
32	1	10	2.0%	20.4%	8	102	0.7%	8.4%	0.5%	7.3%
31	0	9	0.0%	18.4%	6	94	0.5%	7.7%	0.5%	6.8%
30	1	9	2.0%	18.4%	8	88	0.7%	7.2%	0.5%	6.3%
29	2	8	4.1%	16.3%	9	80	0.7%	6.6%	0.5%	5.8%
28	1	6	2.0%	12.2%	3	71	0.2%	5.8%	0.4%	5.3%
27	0	5	0.0%	10.2%	11	68	0.9%	5.6%	0.4%	4.9%
26	2	5	4.1%	10.2%	5	57	0.4%	4.7%	0.4%	4.4%
25	0	3	0.0%	6.1%	7	52	0.6%	4.3%	0.4%	4.0%
24	0	3	0.0%	6.1%	7	45	0.6%	3.7%	0.4%	3.6%
23	2	3	4.1%	6.1%	7	38	0.6%	3.1%	0.4%	3.2%
22	0	1	0.0%	2.0%	4	31	0.3%	2.5%	0.4%	2.8%
21	0	1	0.0%	2.0%	4	27	0.3%	2.2%	0.3%	2.5%
20	0	0	0.0%	0.0%	4	23	0.3%	1.9%	0.3%	2.1%
19	0	1	0.0%	2.0%	4	19	0.3%	1.6%	0.3%	1.8%
18	0	1	0.0%	2.0%	3	15	0.2%	1.2%	0.3%	1.5%
17	0	1	0.0%	2.0%	4	12	0.3%	1.0%	0.2%	1.2%
16	0	1	0.0%	2.0%	1	8	0.1%	0.7%	0.2%	0.9%
15	0	1	0.0%	2.0%	3	7	0.2%	0.6%	0.2%	0.7%
14	0	1	0.0%	2.0%	4	4	0.2%	0.3%	0.2%	0.5%
13	1	0	2.0%	0.0%	2	2	0.2%	0.2%	0.1%	0.4%
12	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.1%	0.3%
11	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.2%
10	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
9	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
8	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
7	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
6	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
5	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
4	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
3	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
2	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
1	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
0	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.1%	0.1%

	School	District	State
Possible High Score	67	67	67
Possible Low Score	0	0	0
Obtained High Score	67	67	67
Obtained Low Score	13	13	0
Mean	48.1	53.2	53.8
Std. Dev.	14.9	11.9	11.7
Median	50	57	58

**Note: The two reports described on pages 12 and 13 are both printed on the same page in the reports provided by the scoring contractor.**

## Report of Third Grade Students Tested and Not Tested

This report shows the number and percent of third grade students at the state, district, and school levels who were tested and not tested.



### 2001 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

#### Report of Students Tested and Not Tested

District Name: Sample District

District-School Code: 8888-8888

School Name: Sample School

	State		District		School	
	Number	Percent	Number	Percent	Number	Percent
<b>Total Students Enrolled</b>	62,707	100.0%	1,431	100.0%	64	100.0%
<b>Students Tested</b>	58,507	93.3%	1,217	85.0%	49	76.6%
<b>Students EXCLUDED from Testing</b>						
Absent	223	0.4%	13	0.9%	1	1.6%
Students with Disabilities	2,498	4.0%	89	6.2%	6	9.4%
Limited English Proficient	1,475	2.4%	112	7.8%	8	12.5%
Section 504 (Not S/Dis)	4	0.0%	0	0.0%	0	0.0%
<b>Total Students Excluded</b>	4,200	6.7%	214	15.0%	15	23.4%

In this example report, the district had 1,431 students enrolled in the third grade. Of these students, 1,217 were tested. Of the students not tested, 13 were absent, 89 were excluded because they were Students with Disabilities and 112 were excluded because of Limited English Proficiency.

Total Students Excluded is the sum of students who were not tested for all reasons.

## Students with Disabilities and Limited English Proficient Students Tested

This report shows the number of Students with Disabilities and Limited English Proficient students for the state, district, and school. The number and percent of these students tested are also shown.

Students with Disabilities and Limited English Proficient Students Tested									
	State			District			School		
	No. Students	No. Tested	% Tested	No. Students	No. Tested	% Tested	No. Students	No. Tested	% Tested
<b>Students with Disabilities</b>	8,407	5,756	68.5%	267	172	64.4%	16	9	56.3%
<b>Limited English Proficient</b>	2,865	1,282	44.7%	217	95	43.8%	24	15	62.5%
<b>Section 504 (Not S/Dis)</b>	396	378	95.5%	0	0	%	0	0	%

In the above example, there are 267 third grade students in the district who were Students with Disabilities. Of this number, 172 or 64.4% were tested.

# Comprehension Performance Report for All Students and Students by Demographic Group

This two-sided report, shown on pages 14 and 15, summarizes comprehension scores for all students and by gender, ethnicity, and several other demographic categories. Results are shown for the state, district, and school.



2001 Wisconsin Reading Comprehension Test  
An Assessment of Primary-Level Reading at Grade Three

Comprehension Performance Report for  
All Students and Students by Demographic Group

District Name: Sample District

District-School Code: 8888-8888

School Name: Sample School

**Proficiency Levels (Legend)**  
 Not Tested   
  Minimal   
  Basic   
  Proficient   
  Advanced

	Number of Students Enrolled	Average Comp. Score		Percent of Students in Each Proficiency Level											
		Number	Percent	10	20	30	40	50	60	70	80	90			
<b>ALL STUDENTS</b>															
State	62,707	53.8	80.3%	7	4	13				49					28
District	1,431	53.2	79.4%	15	4	14				42					25
Students Not In District Full Academic Year	213	50.4	75.2%			26		4		17				36	16
Students In District Full Academic Year	1,202	53.6	80.0%	13	4	13				43					27
In a Single School	1,126	54.0	80.6%	12		13				43					28
Not In a Single School	76	47.1	70.3%			26		9		16				40	9
School	64	48.1	71.7%	23		5				25				31	16
Students Not In School Full Academic Year	25	44.8	66.9%							48				8	20
Students In School Full Academic Year	39	49.2	73.5%	8						31				39	21
<b>GENDER</b>															
<b>Male</b>															
State	32,154	53.0	79.1%	8	4	14				49					25
District	741	52.6	78.5%	17	5	13				42					23
School	27	45.8	68.4%			30		4		26				30	11
<b>Female</b>															
State	30,442	54.7	81.6%	6		12				48					31
District	688	53.9	80.4%	13		14				42					28
School	37	49.5	73.8%	19		5				24				32	19

See other side for results by Ethnicity and Other Demographic Groups

The first column of numbers on this report shows the total number of all third grade students enrolled, the number of males and females enrolled, the number of students enrolled in each ethnic category, and the number of students enrolled in the other demographic categories.

The column called **Average Comp. Score** shows the average comprehension score (the number and percent of comprehension points).

The third column shows the percent of students whose scores were Minimal, Basic, Proficient, and Advanced for the state, district, and school. The three bar charts (one for the state, one for the district, and one for the school) are shaded to show the proportion of students falling into each of the four performance categories (Minimal, Basic, Proficient, and Advanced). The numbers printed on the bars are the percentages of students falling into the particular category. Percentages less than 3% are not printed on the bars.

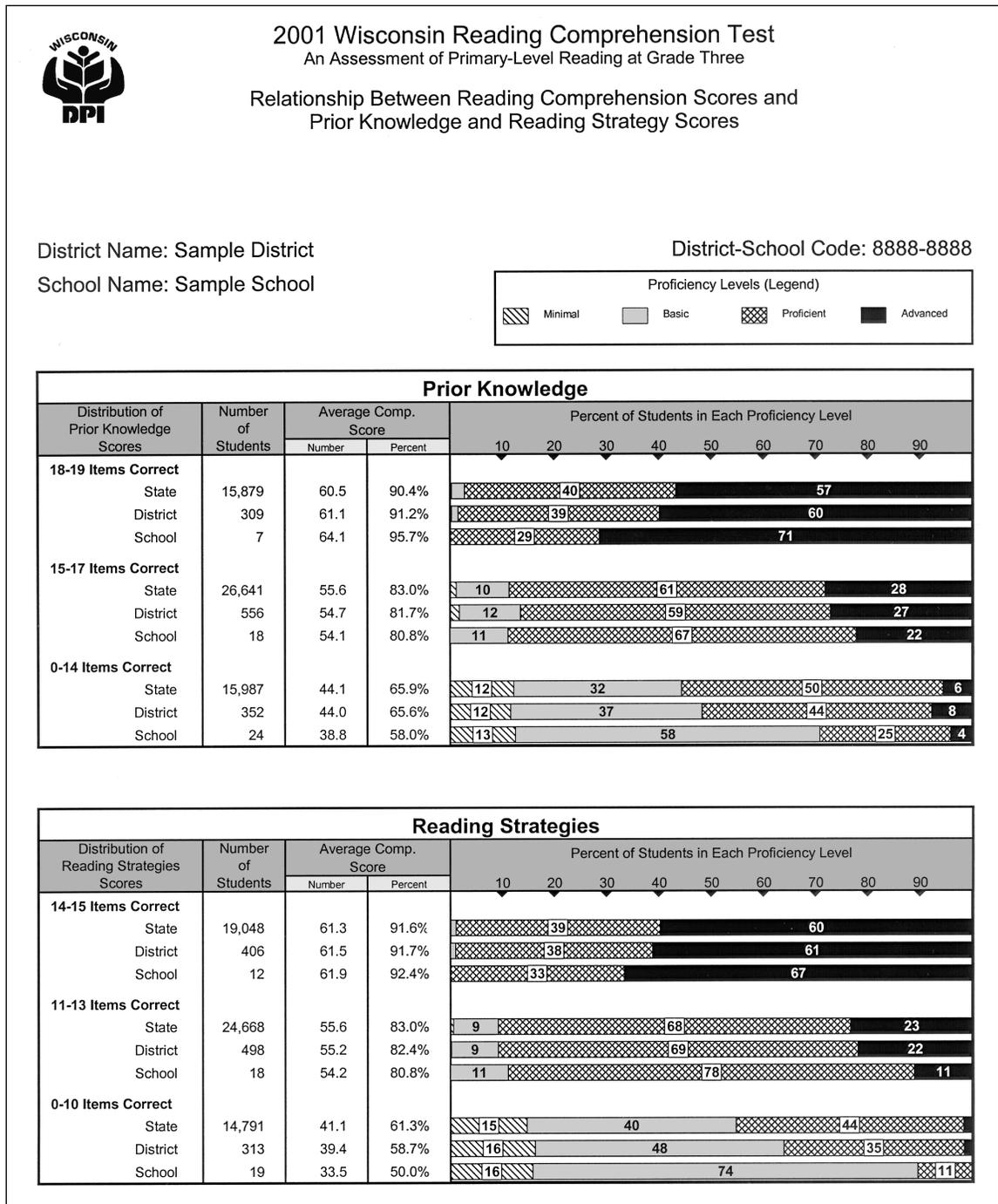


# Relationship Between Reading Comprehension Scores and Prior Knowledge and Reading Strategy Scores

The purpose of this report is to show how students' reading comprehension scores relate to students' scores on the prior knowledge and reading strategy questions. The report also allows for a comparison of district and school results with the state results.

For each of the charts below, statewide frequency distributions of students' scores in prior knowledge and reading strategies for all three passages were divided into three categories.

In the example shown, at the state level, 15,879 of the students' prior knowledge scores fell into the top category. These students averaged 90.4% correct on the comprehension items. Conversely, the 15,987 students in the bottom category averaged 65.9% correct on the test.



**Note: The two reports described on pages 17 and 18 are printed on the same page in the reports provided by the scoring contractor.**

## Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Passage

The purpose of this report is to show how students' responses to the prior knowledge questions for each passage relate to the students' reading comprehension scores.

The prior knowledge scores for each of the three passages on the test are broken into three categories. These categories are based on the number of prior knowledge questions that students throughout the state answered correctly.

For Passage 1, the number of students at the state, district, and school levels falling into each of three prior knowledge categories is shown. Students in the top category answered all six of the prior knowledge items correctly. In the example district shown, 737 students answered six items correctly; these students averaged 85.7% correct on the passage. In contrast, the 191 students in the district who answered 0-4 of the prior knowledge questions correctly averaged 62.3% correct.

The figures for Passages 2 and 3 are interpreted similarly. There were seven prior knowledge items for Passage 2 and six prior knowledge items for Passage 3.



### 2001 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

District Name: Sample District  
School Name: Sample School

District-School Code: 8888-8888

### Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Passage

Passage 1			Passage 2			Passage 3		
Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score	Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score	Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score
<b>6 Items Correct</b>			<b>7 Items Correct</b>			<b>6 Items Correct</b>		
State	30,145	86.6%	State	16,452	88.7%	State	18,913	86.5%
District	737	85.7%	District	277	89.1%	District	351	87.5%
School	17	87.8%	School	7	88.1%	School	10	90.0%
<b>5 Items Correct</b>			<b>5-6 Items Correct</b>			<b>5 Items Correct</b>		
State	17,015	78.9%	State	29,173	81.3%	State	24,516	82.0%
District	289	74.8%	District	624	80.8%	District	529	80.8%
School	16	71.5%	School	21	77.0%	School	18	78.3%
<b>0-4 Items Correct</b>			<b>0-4 Items Correct</b>			<b>0-4 Items Correct</b>		
State	11,347	65.6%	State	12,882	67.4%	State	15,078	69.8%
District	191	62.3%	District	316	68.3%	District	337	68.9%
School	16	54.9%	School	21	61.0%	School	21	57.4%

## Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Passage

The purpose of this report is to show how students' responses to the reading strategy questions relate to the students' reading comprehension scores.

The reading strategy scores for each of the passages on the test are broken into three categories. These categories are based on the number of reading strategy questions that students throughout the state answered correctly.

For the first passage, the number of students at the state, district, and school levels falling into each of three categories is shown. Students in the top category correctly answered five of the reading strategy items for Passage 1. In the example district shown, 645 students answered five items correctly; these students' average comprehension score on the passage was 88.3% correct. The 273 students who answered 0-3 items correctly had an average comprehension score on the passage of 61.5% correct.

The figures for Passages 2 and 3 are interpreted similarly. There were five strategy items for Passage 2 and five strategy items for Passage 3.

**Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Passage**

Passage 1			Passage 2			Passage 3		
Distribution of Strategy Scores	Number of Students	Average Comp. Score	Distribution of Strategy Scores	Number of Students	Average Comp. Score	Distribution of Strategy Scores	Number of Students	Average Comp. Score
<b>5 Items Correct</b>			<b>5 Items Correct</b>			<b>5 Items Correct</b>		
State	31,503	88.5%	State	16,952	89.3%	State	23,111	88.9%
District	645	88.3%	District	373	88.3%	District	469	89.3%
School	17	88.9%	School	14	89.1%	School	15	90.1%
<b>4 Items Correct</b>			<b>4 Items Correct</b>			<b>4 Items Correct</b>		
State	14,664	78.5%	State	20,771	82.9%	State	18,008	82.9%
District	299	76.6%	District	440	81.6%	District	385	82.0%
School	10	81.6%	School	17	74.5%	School	17	76.8%
<b>0-3 Items Correct</b>			<b>0-3 Items Correct</b>			<b>0-3 Items Correct</b>		
State	12,340	61.5%	State	20,784	70.4%	State	17,388	66.2%
District	273	61.5%	District	404	68.8%	District	363	63.9%
School	22	53.9%	School	18	55.6%	School	17	50.5%

# Parent/Guardian Report

Districts receive one Parent/Guardian Report for each child who was tested. *Districts are not required by Standard (r) to report each child's results to the parent(s) or guardian(s).* However, districts may wish to do so. For this reason, reports for each child were provided in Shipment #1.

	Wisconsin Department of Public Instruction John T. Benson, State Superintendent
	<b>2001 WISCONSIN READING COMPREHENSION TEST</b> An Assessment of Primary-Level Reading at Grade Three
<b>Parent/Guardian Report</b>	
<b>District Name: Sample District</b>	
<b>School Name: Sample School</b>	
<b>Dear Parent/Guardian of SAMPLE C. STUDENT:</b>	
This is your copy of the 2001 Wisconsin Reading Comprehension Test results for your child. This test was developed by the Department of Public Instruction's Office of Educational Accountability and a committee of Wisconsin educators. The test was administered to all third grade students in Wisconsin in the spring of 2001. Students were given three passages to read. The material was typical of what third graders read in school. Each passage was followed by a set of questions measuring reading comprehension. Following are the test results for your child:	
<b>TEST RESULTS</b>	
Highest Possible Comprehension <u>Score on the Test</u>	Comprehension Score <u>for the Student</u>
67	47
The State of Wisconsin, Department of Public Instruction, using a committee of teachers and reading specialists, has established proficiency levels based on the comprehension questions. Four categories of scores were identified:	
<u>Proficiency Level</u>	<u>Score Range</u>
Advanced	= 62 or more points
Proficient	= from 45 through 61 points
Basic	= from 26 through 44 points
Minimal	= from 0 through 25 points
On this test, your child's score was in the Proficient level.	
<u>Parents/Guardians Can Help Their Children Become Better Readers:</u>	
Your child's reading activities in school and away from school are all important. Encouraging your child to read for fun, reading aloud to your child, and having your child read aloud to you or someone else are practices that have been shown to help children become successful readers. Successful readers should be able to read a variety of fiction and nonfiction materials. Your librarian can help you and your child select appropriate books and magazines. You may also want to talk to your child's teacher about your child's reading progress.	
<u>For More Information:</u>	
You can find out more about this test by contacting your child's teacher, principal, or your school district administrator.	

Under the heading called Test Results, is shown the comprehension score for the student. Also shown is the highest possible score.

A student's score is classified into one of four levels of proficiency: Advanced, Proficient, Basic, or Minimal. For example, a student must have a comprehension score of 62 or more to score in the Advanced level. The performance of a student who received a score of 45 through 61 is in the Proficient level. A score of 26 through 44 is in the Basic level, and a score of 0-25 is in the Minimal level.

# Comprehension Performance Report Summary by District and by School Within District

This report is an alphabetical listing of all Wisconsin school districts and schools within each district showing the numbers and percents of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels. Also shown for each district and school are the number of third grade students enrolled and the number and percent of students not tested. In schools or districts in which the number of third grade students enrolled is five or fewer, results are not presented in order to protect the privacy of those students. In these cases, dashes appear in the data columns.



## 2001 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

### Comprehension Performance Report Summary by District and by School Within District

District/ School Code	District/School Name	Number Of Students Enrolled	Students Not Tested		Students Tested							
					Minimal		Basic		Proficient		Advanced	
					No.	%	No.	%	No.	%	No.	%
	<b>STATEWIDE (ALL DISTRICTS/SCHOOLS)</b>	<b>62,707</b>	<b>4,200</b>	<b>6.7%</b>	<b>2,329</b>	<b>3.7%</b>	<b>8,219</b>	<b>13.1%</b>	<b>30,534</b>	<b>48.7%</b>	<b>17,425</b>	<b>27.8%</b>
<b>0007</b>	<b>Abbotsford</b>	<b>44</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>6</b>	<b>13.6%</b>	<b>30</b>	<b>68.2%</b>	<b>8</b>	<b>18.2%</b>
0007-0020	Abbotsford El	44	0	0.0%	0	0.0%	6	13.6%	30	68.2%	8	18.2%
<b>0014</b>	<b>Adams-Friendship Area</b>	<b>149</b>	<b>14</b>	<b>9.4%</b>	<b>4</b>	<b>2.7%</b>	<b>22</b>	<b>14.8%</b>	<b>81</b>	<b>54.4%</b>	<b>28</b>	<b>18.8%</b>
0014-0130	Adams-Friendship El	80	10	12.5%	2	2.5%	11	13.8%	45	56.3%	12	15.0%
0014-0080	Castle Rock El	22	1	4.5%	1	4.5%	4	18.2%	11	50.0%	5	22.7%
0014-0140	Grand Marsh El	19	0	0.0%	1	5.3%	3	15.8%	11	57.9%	4	21.1%
0014-0180	Pine Land El	17	2	11.8%	0	0.0%	4	23.5%	11	64.7%	0	0.0%
0014-0200	Roche A Cri El	11	1	9.1%	0	0.0%	0	0.0%	3	27.3%	7	63.6%
<b>0063</b>	<b>Albany</b>	<b>38</b>	<b>1</b>	<b>2.6%</b>	<b>2</b>	<b>5.3%</b>	<b>4</b>	<b>10.5%</b>	<b>26</b>	<b>68.4%</b>	<b>5</b>	<b>13.2%</b>
0063-0020	Albany El	38	1	2.6%	2	5.3%	4	10.5%	26	68.4%	5	13.2%
<b>0070</b>	<b>Algoma</b>	<b>39</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>2.6%</b>	<b>11</b>	<b>28.2%</b>	<b>19</b>	<b>48.7%</b>	<b>8</b>	<b>20.5%</b>
0070-0020	Algoma El	39	0	0.0%	1	2.6%	11	28.2%	19	48.7%	8	20.5%
<b>0084</b>	<b>Alma</b>	<b>21</b>	<b>1</b>	<b>4.8%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>4.8%</b>	<b>10</b>	<b>47.6%</b>	<b>9</b>	<b>42.9%</b>
0084-0020	Alma El	21	1	4.8%	0	0.0%	1	4.8%	10	47.6%	9	42.9%
<b>0091</b>	<b>Alma Center</b>	<b>36</b>	<b>3</b>	<b>8.3%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>22</b>	<b>61.1%</b>	<b>11</b>	<b>30.6%</b>
0091-0080	Lincoln El	36	3	8.3%	0	0.0%	0	0.0%	22	61.1%	11	30.6%
<b>0105</b>	<b>Almond-Bancroft</b>	<b>42</b>	<b>2</b>	<b>4.8%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>2.4%</b>	<b>19</b>	<b>45.2%</b>	<b>20</b>	<b>47.6%</b>
0105-0020	Almond El	42	2	4.8%	0	0.0%	1	2.4%	19	45.2%	20	47.6%
<b>0112</b>	<b>Altoona</b>	<b>95</b>	<b>5</b>	<b>5.3%</b>	<b>2</b>	<b>2.1%</b>	<b>13</b>	<b>13.7%</b>	<b>45</b>	<b>47.4%</b>	<b>30</b>	<b>31.6%</b>
0112-0080	Pedersen El	95	5	5.3%	2	2.1%	13	13.7%	45	47.4%	30	31.6%
<b>0119</b>	<b>Amery</b>	<b>128</b>	<b>10</b>	<b>7.8%</b>	<b>0</b>	<b>0.0%</b>	<b>8</b>	<b>6.3%</b>	<b>57</b>	<b>44.5%</b>	<b>53</b>	<b>41.4%</b>
0119-0020	Lien El	128	10	7.8%	0	0.0%	8	6.3%	57	44.5%	53	41.4%
<b>0140</b>	<b>Antigo</b>	<b>212</b>	<b>1</b>	<b>0.5%</b>	<b>3</b>	<b>1.4%</b>	<b>32</b>	<b>15.1%</b>	<b>125</b>	<b>59.0%</b>	<b>51</b>	<b>24.1%</b>
0140-0020	Aniwa El	14	0	0.0%	1	7.1%	2	14.3%	9	64.3%	2	14.3%
0140-0110	Chrysalis El Charter Sch	1	--	--	--	--	--	--	--	--	--	--
0140-0080	Crestwood El	25	0	0.0%	1	4.0%	1	4.0%	18	72.0%	5	20.0%
0140-0100	East El	25	0	0.0%	0	0.0%	4	16.0%	14	56.0%	7	28.0%
0140-0140	Lily El	4	--	--	--	--	--	--	--	--	--	--
0140-0160	Mattoon El	10	0	0.0%	0	0.0%	2	20.0%	8	80.0%	0	0.0%
0140-0180	North El	32	1	3.1%	0	0.0%	7	21.9%	16	50.0%	8	25.0%
0140-0200	Pleasant View El	22	0	0.0%	0	0.0%	4	18.2%	12	54.5%	6	27.3%
0140-0240	River Grove El	17	0	0.0%	0	0.0%	4	23.5%	11	64.7%	2	11.8%
0140-0260	Spring Valley El	24	0	0.0%	0	0.0%	1	4.2%	14	58.3%	9	37.5%
0140-0280	West El	38	0	0.0%	1	2.6%	6	15.8%	22	57.9%	9	23.7%
<b>0147</b>	<b>Appleton Area</b>	<b>1,124</b>	<b>116</b>	<b>10.3%</b>	<b>16</b>	<b>1.4%</b>	<b>111</b>	<b>9.9%</b>	<b>511</b>	<b>45.5%</b>	<b>370</b>	<b>32.9%</b>
0147-0060	Badger El	43	6	14.0%	1	2.3%	5	11.6%	22	51.2%	9	20.9%

# Item Analysis

This report shows district-level numbers and percents of students selecting each answer choice for each test question. Note that the sample questions (1, 2, 9, 10, and 11) are not included. Questions 32 and 66 were short-answer questions. For these questions, the number and percent of students receiving a score of "0" are indicated in column "A", column "B" shows the number and percent of students receiving a score of "1", column "C" shows the number and percent of students receiving a score of "2", and column "D" shows the number and percent of students receiving a score of "3".

Response		2001 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three										Response		2001 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three										
		A		B		C		D		Other †				A		B		C		D		Other †		
Item	No.	%	No.	%	No.	%	No.	%	No.	%	Item	No.	%	No.	%	No.	%	No.	%	No.	%			
Prior Knowledge	3	1,057	86.9%*	82	6.7%	75	6.2%	-	-	-	3	0.2%	55	42	3.5%	715	58.8%*	315	25.9%	140	11.5%	5	0.4%	
	4	18	1.5%	31	2.5%	1,165	95.7%*	-	-	-	3	0.2%	56	950	78.1%*	48	3.9%	139	11.4%	72	5.9%	8	0.7%	
	5	132	10.8%	68	5.6%	1,014	83.3%*	-	-	-	3	0.2%	57	27	2.2%	93	7.6%	18	1.5%	1,075	88.3%*	4	0.3%	
	6	25	2.1%	1,071	88.0%*	117	9.6%	-	-	-	4	0.3%	58	68	5.6%	898	73.8%*	209	17.2%	37	3.0%	5	0.4%	
	7	20	1.6%	1,172	96.3%*	21	1.7%	-	-	-	4	0.3%	59	69	5.7%	59	4.8%	1,026	84.3%*	58	4.8%	5	0.4%	
	8	46	3.8%	117	9.6%	1,051	86.4%*	-	-	-	3	0.2%	60	1,022	84.0%*	74	6.1%	45	3.7%	72	5.9%	4	0.3%	
												61	25	2.1%	922	75.8%*	228	18.7%	37	3.0%	5	0.4%		
												62	109	9.0%	22	1.8%	1,042	85.6%*	34	2.8%	10	0.8%		
Comprehension	12	15	1.2%	1,159	95.2%*	23	1.9%	17	1.4%	3	0.2%	63	819	67.3%*	72	5.9%	53	4.4%	269	22.1%	4	0.3%		
	13	115	9.4%	47	3.9%	74	6.1%	977	80.3%*	4	0.3%	64	87	7.1%	162	13.3%	691	56.8%*	273	22.4%	4	0.3%		
	14	999	82.1%*	31	2.5%	66	5.4%	119	9.8%	2	0.2%	65	157	12.9%	84	6.9%	910	74.8%*	62	5.1%	4	0.3%		
	15	87	7.1%	918	75.4%*	34	2.8%	173	14.2%	5	0.4%	66†	60	4.9%	14	1.2%	499	41.0%	644	52.9%	0	0.0%		
	16	1,020	83.8%*	18	1.5%	134	11.0%	39	3.2%	6	0.5%													
	17	942	77.4%*	75	6.2%	89	7.3%	109	9.0%	2	0.2%													
	18	66	5.4%	115	9.4%	995	81.8%*	37	3.0%	4	0.3%													
	19	966	81.0%*	129	10.6%	30	2.5%	63	5.2%	9	0.7%													
	20	978	80.4%*	133	10.9%	32	2.6%	72	5.9%	2	0.2%													
	21	1,114	91.5%*	31	2.5%	25	2.1%	44	3.6%	3	0.2%													
	22	57	4.7%	977	80.3%*	101	8.3%	73	6.0%	9	0.7%													
	23	126	10.4%	931	76.5%*	55	4.5%	105	8.6%	0	0.0%													
	24	45	3.7%	29	2.4%	155	12.7%	986	81.0%*	2	0.2%													
	25	154	12.7%	91	7.5%	838	68.9%*	152	10.8%	2	0.2%													
	26	58	4.8%	54	4.4%	92	7.6%	1,009	82.9%*	4	0.3%													
	27	109	9.0%	116	9.5%	60	4.9%	924	75.9%*	8	0.7%													
	28	132	10.8%	88	7.2%	785	64.5%*	211	17.3%	1	0.1%													
	29	99	8.1%	81	6.7%	61	5.0%	974	80.0%*	2	0.2%													
30	41	3.4%	56	4.6%	1,074	88.2%*	44	3.6%	2	0.2%														
31	105	8.6%	960	78.1%*	112	9.2%	45	3.7%	5	0.4%														
32†	182	15.0%	366	30.1%	416	34.2%	253	20.8%	0	0.0%														
Reading Strategy	33	1,088	89.4%*	73	6.0%	55	4.5%	-	-	1	0.1%													
	34	95	7.8%	962	79.0%*	159	13.1%	-	-	1	0.1%													
	35	62	5.1%	45	3.7%	1,109	91.1%*	-	-	1	0.1%													
	36	920	75.6%*	79	6.5%	217	17.8%	-	-	1	0.1%													
	37	154	12.7%	54	4.4%	1,007	82.7%*	-	-	2	0.2%													
Prior Knowledge	38	327	26.9%	170	14.0%	719	59.1%*	-	-	1	0.1%													
	39	1,109	91.1%*	27	2.2%	80	6.6%	-	-	1	0.1%													
	40	50	4.1%	10	0.8%	1,156	95.0%*	-	-	1	0.1%													
	41	930	76.4%*	187	15.4%	98	8.1%	-	-	2	0.2%													
	42	363	29.8%	682	56.0%*	170	14.0%	-	-	2	0.2%													
	43	111	9.1%	987	81.1%*	118	9.7%	-	-	1	0.1%													
	44	902	74.1%*	106	8.7%	208	17.1%	-	-	1	0.1%													
Comprehension	45	844	69.4%*	15	1.2%	349	28.7%	7	0.6%	2	0.2%													
	46	63	5.2%	21	1.7%	47	3.9%	1,084	89.1%*	2	0.2%													
	47	106	8.7%	30	2.5%	1,017	83.6%*	62	5.1%	2	0.2%													
	48	46	3.8%	71	5.8%	141	11.6%	958	78.7%*	1	0.1%													
	49	115	9.4%	828	68.0%*	238	19.4%	38	3.0%	2	0.2%													
	50	1,091	89.6%*	54	4.4%	33	2.7%	36	3.0%	3	0.2%													
	51	120	9.9%	64	5.3%	53	4.4%	979	80.4%*	1	0.1%													
	52	104	8.5%	945	77.6%*	82	6.7%	83	6.8%	3	0.2%													
	53	112	9.2%	11	0.9%	36	3.0%	1,054	86.6%*	4	0.3%													
	54	138	11.3%	991	81.4%*	35	2.9%	52	4.3%	1	0.1%													
Reading Strategy	95	64	5.3%	62	5.1%	170	14.0%	914	75.1%*	7	0.6%													
	96	53	4.4%	18	1.5%	45	3.7%	1,098	90.2%*	3	0.2%													
	97	75	6.2%	80	6.6%	1,015	83.4%*	43	3.5%	4	0.3%													

A dash (-) indicates this response was not an option for this item.  
 Sample questions are not included in this report (Items 1, 2, 9, 10, & 11).  
 † Items 32 and 66 are short answer items. For these items 'A' = '0', 'B' = '1', 'C' = '2', and 'D' = '3'.

† Number and percent of students who multiply-marked or omitted this item.  
 \* An asterisk (\*) indicates the correct response for this item.